DOCUMENT RESUME

ED 345 835 PS 020 449

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TITLE Language Development Component: Full Day Kindergarten Program 1990-91. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 2.
INSTITUTION Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE 11 Mar 92
NOTE 30p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Achievement Gains; *Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; *Language Enrichment; *Listening Comprehension; Primary Education; Program Effectiveness; Program Evaluation; *Reading Achievement; School Readiness; Standardized Tests; Underachievement
IDENTIFIERS Education Consolidation Improvement Act Chapter 2; Elementary Secondary Education Act

ABSTRACT

The Full-Day Kindergarten (FDK) Program was implemented in selected Columbus (Ohio) Public Schools to improve students' level of achievement by providing an additional half day of kindergarten. This extra half day gave pupils time to participate in more language enrichment activities and more group learning. Activities were designed to: (1) enhance pupils' growth and achievement; (2) provide instruction in performing and creative arts, humanities, and ethics; (3) provide physical fitness and health activities; and (4) involve students in community service projects. Pupil census information indicated that the FDK served 985 kindergarten pupils for an average of 27.5 hours of instruction a week. In 1990-91, the FDK was evaluated in terms of student gains in reading and oral comprehension skills. The evaluation was based on pupil census information and pre- and post-test scores on the Comprehensive Tests of Basic Skills. It was found that 77.6% of the FDK pupils attended 89 days, or 80%, of the entire instructional period. Over 65% of the students with 80% or higher attendance levels gained 3.0 or more normal curve equivalent points in total reading and oral comprehension. A total of 69.4% of the pupils were rated by their teachers as making "much progress." It was recommended that in-service meetings be scheduled during a time when most teachers are free to participate and that the program be continued. Sample records and evaluation forms are attached. (AC)

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Elementary and Secondary Education Act - Chapter 2

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
FULL DAY KINDERGARTEN PROGRAM

1990-91

PS 020449

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Elementary and Secondary Education Act--Chapter 2

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
FULL DAY KINDERGARTEN PROGRAM
1990-91

ABSTRACT

Program Description: The Full Day Kindergarten (FDK) program served 985 pupils. Funding of the component was made available through the Elementary and Secondary Education Act--Chapter 2 of Title I.

The purpose of the 1990-91 Full Day Kindergarten (FDK) program was to improve the level of achievement of first-grade pupils by providing an additional half day of kindergarten experience for pupils in selected schools. This extra half day provided time for pupils to participate in more language enrichment activities and to have more opportunities for engagement in group learning. Chapter 2 funds were allocated for the school year 1990-91 to pay only for time beyond that required in the minimum standards. This program was an expansion of the regular kindergarten program which was required by the state minimum standards.

Time Interval: For evaluation purposes, the FDK program started on October 1, 1990, and continued through March 28, 1991. This gave an evaluation time period of 111 days. Pupils included in the final pretest-posttest analyses must have attended at least 80 percent of the instructional time stated above.

Activities: Activities were designed to enhance a pupil's personal growth and achievement; to give instruction in performing and creative arts, humanities, and ethics; to provide activities in physical fitness and health; and to give the pupil the experience of participating in community service projects.

Objectives: Program pupils could be included in either of two evaluation samples. Objectives 1.0 and 2.0 were evaluated by achievement testing which measured Total Reading and Oral Comprehension. Essentially the two achievement objectives stated that at least 50 percent of the pupils in the samples--those who met the attendance criterion, were English speaking, and had a valid pretest-posttest score for Total Reading and/or a valid pretest-posttest score for Oral Comprehension--would gain at least 3.0 normal curve equivalent points for the instructional period.

Evaluation Design: The two objectives dealing with gain in NCE points were evaluated through the administration of the Comprehensive Tests of Basic Skills (CTBS, 1981). Analyses of the pretest to posttest data were primarily in terms of NCE change scores, percentages of pupils meeting criterion for the NCE point gain of 3.0, raw scores, and percentile statistics.

Major Findings: Pupil census information indicated the program served 985 kindergarten pupils for an average of 27.5 hours of instruction per week. The average daily membership in the program was 890.6 pupils. The average days scheduled (enrollment) per pupil was 100.4 days, and the average days served (attendance) per pupil was 92.1 days. Although there was a headcount of 44 teachers in the program, the full time equivalency was 19.5 funded teachers. The average number of pupils served per full time equivalency teacher was 50.5. The attendance criterion was met by 764 pupils, which was 77.6% of the 985 pupils served.

Objective 1.0, dealing with the NCE score improvement categories for Total Reading, showed that of the 651 pupils in the evaluation sample, 456 (70.0%) met the criterion for Total Reading, with an average gain of 12.4 NCE points. Objective 1.0 was met.

Objective 2.0, dealing with the NCE score improvement categories for Oral Comprehension, showed that in the evaluation sample of 658 pupils, 441 (67.2%) met the criterion, with an average gain of 10.6 NCE points. Objective 2.0 was met.

Recommendations: Based on the analyses of Total Reading and Oral Comprehension performance for the Full Day Kindergarten program, it is strongly recommended that the program be continued in the 1991-92 school year. An additional recommendation should be considered: Inservice meetings should be scheduled during a time period when most teachers are free to participate.

Elementary and Secondary Education Act--Chapter 2

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
FULL DAY KINDERGARTEN PROGRAM

1990-91

Program Description

The purpose of the 1990-91 Full Day Kindergarten (FDK) program was to improve the level of achievement of first-grade pupils by supplementing instruction at the kindergarten level. The 1989-90 districtwide test results showed almost half of grade 1 pupils scored at or below the 36th percentile in reading. The FDK program was an expansion of the regular kindergarten program which was required by the state minimum standards.

Funding for this program was made available through the Elementary and Secondary Education Act - Chapter 2 of Title I. These funds were allocated for the school year 1990-91 to pay only for time beyond that required in the state minimum standards.

The FDK program was designed to enhance pupils' personal growth and achievement; to give instruction in performing and creative arts, humanities, and ethics; to provide activities in physical fitness and health; and to give the pupils the experience of participating in community service projects. To accomplish this, the program provided an additional half-day of kindergarten experience for pupils in selected schools. This extra half-day provided time for pupils to participate in more language enrichment activities and to have more opportunities to participate in activities of group learning. (ESEA Chapter 2 FY-91 Program Application, 1990).

The Full Day Kindergarten program was located in 14 elementary schools. Forty-four teachers served 985 pupils. Because Chapter 2 funded only the time beyond that required in the minimum standards, the 44 teachers served either half-time or quarter-time depending on their class assignment (34 teachers were .5 full time equivalency (FTE) and 10 were .25 FTE teachers). This gave a full time equivalency (FTE) of 19.5 teachers in the program.

Schools Served by the Full Day
Kindergarten Program

Brentnell	Fairwood	Salem
Clarfield	Fifth Avenue	South Mifflin
Douglas	Gladstone	Westgate
Linden Park	Hamilton	Windsor
Fair	Leawood	

Full Day Kindergarten teachers provided instruction for an average of 27.5 hours per week to pupils. Each teacher's class size was dependent upon assignment of pupils by the building administration. All kindergarten pupils within selected schools were served.

Evaluation Design

Objectives

Two project goals (performance objectives) for the Full Day Kindergarten program were as follows:

Objective 1.0 At least 50 percent of the kindergarten pupils who attend the program at least 80 percent of the instructional period will gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. Gain will be measured by a nationally standardized achievement test.

Objective 2.0 At least 50 percent of the kindergarten pupils who attend the program at least 80 percent of the instructional period will gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Oral Comprehension. Gain will be measured by a nationally standardized achievement test.

For evaluation purposes, the Full Day Kindergarten program began on October 1, 1990, and continued through March 28, 1991. This gave 111 days for pupil service days (enrollment). Pupils must have attended at least 89 days (80%) during the time period to be in the samples for the Total Reading and Oral Comprehension pretest-posttest analyses.

Instruments

The evaluation design provided for the collection of data in two areas of operation for the overall program: pupil demographic information and achievement information. Copies of the instruments used to collect the data (other than copies of the standardized achievement tests) can be found in Appendixes A-D.

1. Pupil Census Instruments

Pupil Attendance Card. Teachers used the regular Attendance Card provided by the Columbus Public Schools to keep pupil service data. They maintained pupil personal data (name, sex, birthdate, ethnicity or race, parent information, and health information) as well as school data regarding absences (full-day or half-day), grade, homeroom, and student number (see page 13, Appendix A for a sample).

Pupil Roster 1990-91. In February 1991, a computer-generated roster of pupils sorted by program, school, teacher's social security number, and student name within grade was sent to program teachers. They checked (X) all names of pupils enrolled and served during the 1990-91 school year (see page 15, Appendix B for a copy).

Pupil Data Sheet. The Pupil Data Sheet was developed to help program teachers summarize the pupil information from their Attendance Cards. The instrument was used to collect the following information: data identifying those pupils who were English speaking; subjective ratings of pupil progress given by teachers; the number of hours of instruction per week; and lastly, the number of possible days scheduled and the number of half-days and full-days the pupil was served. A sample of the instrument can be found on page 17 of Appendix C.

2. Standardized Achievement Test Instruments

Comprehensive Tests of Basic Skills (CTBS, 1981). Program pupils were administered the Comprehensive Tests of Basic Skills (CTBS, 1981). This test series, which is published by CTB/McGraw-Hill, has empirical norms for fall and spring, established October 6-10, 1980, and April 27 to May 1, 1981.

All testing was done on level using the Norm-Referenced Model for evaluation of the Chapter 2 Full Day Kindergarten program. A fall-to-spring cycle was used at the kindergarten level. The form, subtests, and test levels used for the pretest and the posttest are show in Table 1.

Tests were administered by program teachers. Pretesting for the FDK program pupils occurred during the week of September 24-28, 1990; posttesting for all pupils occurred April 8-12, 1991. See Table 1 for listing of pretest-posttest measures.

In addition to the types of data specified in the evaluation design, data from the orientation inservice meeting and process evaluation were obtained and findings are discussed later in this report.

3. Inservice Evaluation Instruments

Orientation Inservice Evaluation Form. The locally developed Orientation Inservice Evaluation Form was designed to obtain teacher perceptions regarding the orientation inservice session. The form was administered to participants at the close of the orientation session held for Full Day Kindergarten teachers on September 4, 1990. For a copy of the form see pages 19-20, Appendix D.

Major Findings

The Chapter 2 Full Day Kindergarten program, which was an expansion of the regular kindergarten program, was implemented to improve the level of achievement of first-grade pupils by providing an extra half-day of instruction at the kindergarten level. Findings from the pupil census information, analyses of the pretest and posttest Total Reading and the Oral Comprehension performance, inservice information, and process evaluation information are discussed in the following narrative.

Pupil Census Information

Table 2 shows that a total of 985 pupils (466 girls and 519 boys) was served by the ESEA Chapter 2 Full Day Kindergarten program. Of the 111 possible days to schedule instruction, the average days scheduled (enrollment) was 100.4. The average number of days pupils were served (attendance) was 92.1. Within the program, daily membership averaged 890.6 pupils. The attendance criterion was met by 764 pupils, or 77.6% of all program enrollees.

The Pupil Data Sheet, which was used to collect the above information, also included teacher subjective ratings of pupil progress as pupils exited the program. The descriptors for the progress ratings were Much, Some, and None. Of the 985 pupils served in the program, 684 (69.4%) were rated by their

Table 1

Chapter 2 Full Day Kindergarten
Standardized Achievement Measures
1990-91

Grade	Achievement Measure		Pretest				Posttest			
	Test	Recommended Grade Range	Level	Form	Number of items	Subtest(s)	Level	Form	Number of items	Subtest(s)
K	CTBS	K.0-K.9	A	U	31	Total Reading	A	U	31	Total Reading

Note. The CTBS Total Reading scores include the Vocabulary and Oral Comprehension subtests.

Table 2

Number of Pupils Served; Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week; and Pupils Attending 80% of Days Scheduled for Full Day Kindergarten Pupils
1990-91

Grade	Pupils Served			Average				Pupils Attending 80% of Days Scheduled	
	N	Girls	Boys	Days Scheduled[a]	Days Served[b]	Daily Membership	Hours of Instruction per Pupil per Week[c]	N	%
K	985	466	519	100.4	92.1	890.6	27.5	764	77.6

[a]Days scheduled included days the pupil was scheduled and NOT served, as well as days pupil WAS served. Scheduled days began October 1, 1990, and ended March 28, 1991.
[b]Days served were days the pupil actually received instruction.
[c]Full Day Kindergarten pupils were served an average of 5.5 hours per day per week.

teachers as making Much progress, 280 (28.4%) as making Some progress, and 21 (2.1%) as making no progress (None).

Standardized Achievement Test Information

Program pupils were included in either or both of two evaluation samples. Each sample was comprised of pupils who met the 80 percent attendance criterion, were English speaking, and had pretest and posttest scores on the appropriate subtest, i.e., Total Reading or Oral Comprehension. Some pupils might have met the criteria for only one evaluation sample.

Of the pupils served, 32 (3.2%) were non-English speaking. An additional 302 were excluded from the Total Reading analysis due to incomplete test data and/or non-attainment of the attendance criterion. The final evaluation sample for the Total Reading analysis was comprised of the remaining 651 pupils, which was 66.1% of the 985 pupils served. In the Oral Comprehension analysis, the non-English speaking as well as an additional 295 pupils were excluded from the Oral Comprehension analysis due to incomplete test data and/or non-attainment of the attendance criterion. The final evaluation sample for the Oral Comprehension analysis was comprised of the remaining 658 pupils which was 66.8% of the 985 pupils served.

Analyses of pretest-posttest change scores of raw scores, percentiles, and normal curve equivalents (NCEs) were conducted. For the reader who is interested in the pre-and-posttest results for the number of correct responses and for percentile statistics, tables are included in Appendixes E and F, Tables 7-10, pages 22 and 24.

Although the results for the number of correct responses and for percentile statistics are available in the appendixes, the reader should be wary of trying to extrapolate these results into comparisons of pupil achievement. Raw scores, though equal units of measurement, can provide only a limited interpretation of achievement data. When looking at the percentile tables, one should remember that although percentiles provide the basis for NCE scores (which do compare the pupil's performance in relation to the general population, provide comparative information, are generally considered to provide the truest indication of pupil growth in achievement, and are expressed in equal units of measurement), percentiles provide comparative information which is not expressed in equal units of measurement.

A discussion of the findings from the pre-and-posttest analyses of NCEs follows. To meet the performance criteria for Objective 1.0 and Objective 2.0, at least 50 percent of the pupils had to have a change score of at least 3.0 normal curve equivalent (NCE) points. Normal curve equivalent and improvement change category results from the analysis of the pretest and posttest for both evaluation samples are presented in Tables 3-6.

First the pretest-posttest results for the evaluation sample for Total Reading are discussed. Following that the Oral Comprehension test results for the evaluation sample are discussed.

Total Reading. The Full Day Kindergarten evaluation sample for Total Reading was 651 pupils. Results for normal curve equivalents (NCEs) for the 651 pupils in the evaluation sample for Total Reading are presented in Table 3. To meet Objective 1.0, at least 50 percent of the pupils had to gain at least 3.0 NCE points between the pretest and posttest. The percent of pupils

in the evaluation sample who met this criterion change score was 70.0% (456 pupils of 651).

Table 4 contains results related to the changes in NCE scores for three ranges for Total Reading performance: (a) No improvement in NCE scores (less than 0.5), (b) some improvement in NCE scores (0.5 to 2.9), and (c) substantial improvement in NCE scores (3.0 or more). As you recall, normal curve equivalents are based on percentiles which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCEs indicates an advancement from the pupil's original level of achievement. The results indicate that of the 651 pupils, 478 (73.4%) made some or substantial improvement in NCE scores. This means that 73.4% of the pupils in the evaluation sample for Total Reading progressed at a rate that was greater than normal for them. More specifically, 456 (70.0%) made substantial improvement, 22 (3.4%) made some improvement, while 173 (26.6%) made no improvement in NCE performance.

To summarize, the results from the analysis of Total Reading performance showed that of the 651 pupils in the evaluation sample, the overall average gain in NCEs was 12.4 with 456 pupils (70.0%) meeting the performance criterion. Thus Objective 1.0 was met for the overall program.

Oral Comprehension. The Full Day Kindergarten evaluation sample for Oral Comprehension was 658 pupils. Results for normal curve equivalents (NCEs) for the 658 pupils in the evaluation sample for Oral Comprehension are presented in Table 5. To meet Objective 2.0, at least 50 percent of the pupils had to gain at least 3.0 NCE points between the pretest and posttest. The percent of pupils in the evaluation sample who met this criterion change score was 67.2% (441 pupils of 658).

Table 6 contains results related to the changes in NCE scores for three ranges for Oral Comprehension performance: (a) No improvement in NCE scores (less than 0.5), (b) some improvement in NCE scores (0.5 to 2.9), and (c) substantial improvement in NCE scores (3.0 or more). The reader is again reminded that normal curve equivalents are based on percentiles which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCEs indicates an advancement from the pupil's original level of achievement. The results indicate that of the 658 pupils, 453 (69.0%) made some or substantial improvement in NCE scores. This means that 69.0% of the pupils in the evaluation sample for Oral Comprehension progressed at a rate that was greater than normal for them. More specifically, 441 (67.2%) made substantial improvement, 12 (1.8%) made some improvement, while 204 (31.0%) made no improvement in NCE performance.

To summarize, the results from the analysis of Oral Comprehension performance showed that of the 658 pupils in the evaluation sample, the overall average change in NCEs was 10.6 with 441 pupils (67.2%) meeting the performance criterion. Thus Objective 2.0 was met for the overall program.

Table 3

Minimum, Maximum, Average, and Standard Deviation of the
Total Reading Pretest and Posttest Normal Curve Equivalent (NCE)
Scores and Percent of Pupils Meeting Performance Criterion[a]
for Full Day Kindergarten Pupils
1990–91

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Performance Criterion	
											N	%
K	651	1	99.0	44.6	20.2	1	94.0	57.0	23.0	12.4	456	70.0

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points

Table 4

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE)
Score Improvement Change Categories for Full Day Kindergarten Pupils
in Total Reading Performance
1990–91

Grade	Pupils in Sample	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		N	%	N	%	N	%
K	651	173	26.6	22	3.4	456	70.0

Table 5

Minimum, Maximum, Average, and Standard Deviation of the Oral Comprehension Pretest and Posttest Normal Curve Equivalent (NCE) Scores and Percent of Pupils Meeting Performance Criterion[a] for Full Day Kindergarten Pupils
1990-91

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Performance Objective[a]	
											N	%
K	658	12	89	43.9	19.3	1	88	54.5	22.5	10.6	441	67.2

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points

Table 6

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Change Categories for Full Day Kindergarten Pupils in Oral Comprehension Performance
1990-91

Grade	Pupils in Sample	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		N	%	N	%	N	%
K	658	204	31.0	12	1.8	441	67.2

Inservice Evaluation Information

An orientation meeting was held on September 4, 1990, to inform the Full Day Kindergarten teachers about program guidelines and funding. The Orientation Inservice Evaluation Form (a copy of which can be found in Appendix D, pages 19-20) was completed by program teachers.

At the orientation meeting, Full Day Kindergarten teachers were informed that 50 percent of their funding would be ESEA Chapter 2 monies. As a consequence, the FDK program would have to meet Federal and State Programs guidelines regarding evaluation of the program. Norm-referenced, pretest-posttest achievement measures had to be administered in order to evaluate the FDK program. This information caused distress, which was reflected in the participants' open-ended comments on the Orientation Inservice Evaluation Form. The original report was forwarded to Federal and State Programs and is available on request from the Department of Program Evaluation.

Of the program teachers attending the inservice meeting, 11 returned evaluation forms. Participants were asked to rate the statements on the Orientation Inservice Evaluation Form on a scale from strongly disagree (1) to strongly agree (5). Four questions pertained to the overall inservice meeting and received ratings ranging from 4.6, "There was time to ask questions," to 3.3, "Information will assist me in my program."

Process Evaluation Information

Process evaluation for the FDK program focused primarily on verification of records detailing pupil service. Because the Full Day Kindergarten (FDK) program was staffed with regular classroom teachers who were assigned to the FDK program for only a portion of their day, the regular Attendance Cards served as the instruments to collect program service data.

Process evaluation was accomplished by having all FDK Chapter 2 teachers submit a random sample of their Attendance Cards for review in November 1990. The sampling procedure consisted of program teachers alphabetizing the records of their pupils, selecting every third record, and submitting the records to their project evaluation specialist for review.

No formal, locally constructed, process evaluation instrument was used to record the quality of the teachers' attendance-keeping procedures, but the evaluation specialist highlighted problem areas on the records, made anecdotal notes, and used a checklist for evaluating the data on the Attendance Cards. After the records were reviewed, teachers who had questionable records were scheduled for telephone conferences to discuss the problem(s). During these telephone conferences, any problems were discussed and ameliorated. Since the FDK program teachers were using their regular Attendance Cards, the purpose of the review was, in part, to make sure records were, in fact, available.

In March 1991, Pupil Rosters were collected. See Appendix B, page 15 for sample. These were used to generate the Pupil Data Sheets for program pupils. Pupil Data Sheets provided summary information from the Attendance Cards.

Summary

A total of 985 pupils was served for an average of 27.5 hours of instruction per week by the Chapter 2 Full Day Kindergarten program during the 1990-91 school year. Average daily membership in the overall program was 890.6. The average days scheduled (enrollment) per pupil was 100.4 days, and the average days served (attendance) per pupil was 92.1 days. Within the Chapter 2 FDK program, a total of 44 teachers served in 14 schools, with 34 serving half-time and 10 serving quarter-time. The full time equivalency was 19.5 funded teachers. The average number of pupils served per full time equivalency teacher was 50.5. The attendance criterion was met by 764 pupils, which was 77.6% of the 985 pupils served.

Analyses of pretest-posttest scores were conducted for two evaluation samples: Total Reading and Oral Comprehension. Norm-referenced test data for Total Reading were reported for Objective 1.0. Oral Comprehension data were reported for Objective 2.0. Program pupils were included in either or both of the evaluation samples. Both evaluation samples were comprised of pupils who met the attendance criterion, were English speaking, and had valid pretest and posttest scores for Total Reading and/or Oral Comprehension. Some pupils might have met the criteria for only one evaluation sample.

The criteria for performance for these two samples as stated in the two performance objectives were that at least 50% of the pupils in each sample would gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in Total Reading and Oral Comprehension.

Of the 651 pupils in the evaluation sample for Total Reading, 456 pupils (70.0%) met the criterion for Objective 1.0. The average overall NCE gain for Total Reading was 12.4 NCE points. For the Oral Comprehension performance criterion, 441 pupils (67.2%) in the evaluation sample of 658 were successful. Objective 2.0 was met with an overall average NCE gain of 10.6 NCE points.

Recommendations

Based on the analyses of Total Reading and Oral Comprehension performance for the Full Day Kindergarten program, it is strongly recommended that the program be continued in the 1991-92 school year. Two specific recommendations follows:

1. Inservice meetings should be scheduled during a time period when most teachers are free to participate. Release-time during the school year is difficult to obtain because it involves assigning of substitute teachers to cover classes.

2. The FDK program served 985 pupils. The program goal was to enhance personal excellence of students and student achievement by giving an extra half day of instruction. It is strongly recommended that this program be continued based on the NCE results and the number of pupils served.

References

CTB/McGraw-Hill Staffwriters. (1981). Comprehensive tests of basic skills. Monterey, California: CTB/McGraw-Hill.

ESEA Chapter 2 FY-91 program application. (1990). Columbus, Ohio: Columbus Public Schools, Federal and State Programs.

Appendix A

Pupil Attendance Card

FDK 91001

ATTENDANCE CARD **COLUMBUS PUBLIC SCHOOLS**

X = Full Day Absence. / = A.M. Absence. \ = P.M. Absence. N.L.

[redacted] MATTHEW H 03/19/85 473 F004 00
Pupil (Last) (First) (MI) Birthdate School Homeroom Grade

[redacted] ROBERT M 2
Parent or Guardian Sex Teacher Route (Bus) Stop

[redacted] 43211
Address NO. 000418 Zip Residential (Telephone) Business

1990 - 91	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Aug. 27 - Sept. 21	M	M	29	30	31	H	4	5	6	7	10	11	12	13	14	17	18	19	20	21
Sept. 24 - Oct. 19	24	25	26	27	28	1	2	3	4	5	T	9	X	11	12	15	16	17	18	M
Oct. 22 - Nov. 16	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	PC
Nov. 19 - Dec. 14	19	20	21	H	N	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14
Dec. 17 - Jan. 18	17	18	19	N	N	N	N	N	3	4	7	8	9	10	11	14	15	16	17	18
Jan. 21 - Feb. 15	H	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC
Feb. 18 - Mar. 15	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15
Mar. 18 - Apr. 12	18	19	20	21	22	25	26	27	28	N	N	N	N	N	N	8	9	10	11	12
Apr. 15 - May 10	15	16	17	18	19	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10
May 13 - June 7	13	14	15	16	17	20	21	22	23	24	H	28	29	30	31	3	4	5	6	R

Summary			
	Tardy	Pres	Abs
1			
2			
S			
3			
4			
S			
Y			

Sample

BEST COPY AVAILABLE

INSTRUCTIONS: PUT THE LETTER X ON THE LINE TO THE LEFT OF THE NAME OF ANY PUPIL YOU SERVED ANY TIME THIS YEAR IN THIS PROGRAM. ADD PUPILS AS NECESSARY.

COLUMBUS PUBLIC SCHOOLS
COMPENSATORY EDUCATION PROGRAM

PUPIL ROSTER 1990-91
SORTED BY NAME WITHIN GRADE

PREPARED BY
OFFICE OF MANAGEMENT SERVICES
DEPT. OF PROGRAM EVALUATION
SHEET ID 1

PGM	SCHOOL	TEACHER	SERVED (X)	LAST	FIRST	MI	STUDENT NUMBER	GR	BIRTH DATE	RACE	SEX
91001	340	[redacted]		[redacted]	PREDIDA	R	893399	00	052785	2	M
					JAQUILA	N	815715	00	020885	2	F
					BRYAN	A	815609	00	050285	2	M
					ALEXANDER	D	815749	00	062885	1	M
					HARRY	S	814418	00	111384	2	M
					BRIAN	A	814416	00	083185	2	M
					WILLIAM	A	816137	00	012585	1	M
					STEFFAN	L	805814	00	083084	2	M
					SIRENA	A	892442	00	010685	2	F
					RACHEL	O	815611	00	022085	1	F
					MICHAELIA	M	895681	00	071585	1	F
					BRYAN	K	815890	00	112384	2	M
					AUSTIN	T	894035	00	070185	2	M
					ANDREW	F	815170	00	070185	2	M
					JESSICA	D	815841	00	102184	1	F
					ALISHA	M	814342	00	070685	2	F
					TARA	D	815035	00	052685	2	F
					BRITTANY	N	815135	00	082585	1	F
					SARAH	L	893394	00	051485	1	F
					ANDREA	N	815591	00	040685	1	F
					DEMETRIUS	S	815088	00	042585	2	M
					STANLEE	E	815846	00	110184	3	M
					ROY	A	893396	00	090684	1	M
					PAUL	C	819794	00	082385	1	M
					CHRISTOPHER	L	893391	00	091685	1	M
					MANDY	M	893400	00	111284	1	M
					DANNY	W	814972	00	050784	1	M
					MISTY	L	814971	00	071085	1	F
					CHERELLE	L	816008	00	111784	2	F
					NICKELOS	B	891211	00	012085	2	M
					DARRIN	N	814413	00	052085	2	M
					JONATHAN		814340	00	072385	2	M
					JAMES	M	814417	00	062385	2	M
					LATISHA	M	892162	00	090285	2	F
					ELIZABETH	A	815576	00	103184	1	F
					NIKESA	K	893393	00	060385	2	F
					JONATHAN	M	810174	00	072984	1	M
					BRANDI	M	808919	00	040284	2	F
					YOUJIN	J	815737	00	113084	4	F
					MICHELLE	L	814743	00	091285	2	F
					JODY	L	815714	00	100484	1	M
					JEREMY	M	815428	00	123184	1	M
					LAUREN	M	814341	00	092485	2	F
					KIMBERLY	A	816169	00	021185	1	F
					ANTHONY	D	893397	00	021585	2	M
					BRIAN	J	814771	00	120684	1	M
					CARRIE	I	819751	00	070785	1	F
					DANIEL	R	819835	00	031784	1	M
					PRINCETON	L	814641	00	011985	2	M

Sample

20

21

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Appendix C

Pupil Data Sheet

19 APR 91 COLUMBUS PUBLIC SCHOOLS COMPENSATORY EDUCATION PAGE 9
10:53:17 PUPIL DATA SHEET - FULL DAY KINDERGARTEN

SCHOOL CODE 340 PROGRAM CODE 91001 SSN [redacted]
BRENTNELL ES FULL DAY KINDERGARTN

1. STUDENT NAME [redacted]
2. STUDENT NO. [redacted] GRADE 00 BIRTHDATE 05 27 85
3. IS THIS PUPIL ENGLISH SPEAKING? NO (YES)
4. PUPIL PROGRESS: NONE SOME (MUCH)
5. HOURS PER WEEK OF INSTRUCTION : : 2 7 . 5 :

THRU 03-28-91

6. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS) : 1 1 1 :
7. NUMBER OF FULL DAY ABSENCES (I.E., X) (CAREFULLY READ INSTRUCTIONS) : 0 0 2 :
8. NUMBER OF HALF-DAY ABSENCES (I.E., \, /) (CAREFULLY READ INSTRUCTIONS) : 0 0 0 :

Sample

Appendix D

ESEA CHAPTER 1, CHAPTER 2, GENERAL FUND, AND DPPF PROGRAMS
ORIENTATION INSERVICE EVALUATION FORM
1990-91 ORIENTATION

Date of Orientation Meeting_____ A.M.___ P.M.___

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Non-Public (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) DPPF HSCA
(14) DPPF Early Literacy (2)

General Fund Program:
(15) General Fund HSCA

Other (Specify)
(16) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

****
*
* Please turn over for questions 6-9 *
*
****

EVALSRVCS/P579/RPTFFDK91

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting?_____

_____

9. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

Appendix E

Tables of Raw Score Results and Percentile Statistics for Total Reading Performance

Table 7

Minimum, Maximum, Average, and Standard Deviation of the Total Reading Pretest and Posttest Raw Scores [Number of Correct Responses (NCR)] for Full Day Kindergarten Pupils 1990-91

Grade	Number of Test Items	Pupils In Sample	Pretest				Posttest				Average Change
			Min.	Max.	Average NCR	Standard Deviation	Min.	Max.	Average NCR	Standard Deviation	
K	31	651	4	31	19.0	4.6	7	31	24.7	4.3	5.7

Table 8

Minimum, Maximum, Median, and Standard Deviation of the Total Reading Pretest and Posttest Percentiles for Full Day Kindergarten Pupils 1990-91

Grade	Pupils In Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	651	1	99	38.0	28.4	1	98	67.0	29.9

Appendix F

Tables of Raw Score Results and Percentile Statistics for Oral Comprehension Performance

Table 9

Minimum, Maximum, Average, and Standard Deviation of the Oral Comprehension Pretest and Posttest Raw Scores [Number of Correct Responses (NCR)] for Full Day Kindergarten Pupils
1990-91

Grade	Number of Test Items	Pupils in Sample	Pretest				Posttest				Average Change
			Min.	Max.	Average NCR	Standard Deviation	Min.	Max.	Average NCR	Standard Deviation	
K	15	658	0	15	9.6	2.9	3	15	11.9	2.5	2.3

Table 10

Minimum, Maximum, Median, and Standard Deviation of the Oral Comprehension Pretest and Posttest Percentiles for Full Day Kindergarten Pupils
1990-91

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	658	3	97	40.0	28.0	1	96	51.0	30.7